

Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201

Title: "Recruiting Qualified School Library Media Specialists:
The Professional Development School Model"

Abstract

Project Title

RECRUITING QUALIFIED SCHOOL LIBRARY MEDIA SPECIALISTS: PROFESSIONAL DEVELOPMENT SCHOOL MODEL

Description of Project Goals and Major Activities

The proposed project is specifically designed to address the national issues dealing with enhancing the qualities of school personnel in library and information science, particularly issues relating to recruitment and retention of school library media specialists. The project focuses on the three priorities of an Education and Training Program. The cornerstone of the design is an expansion of a nationwide model, known as a professional development school (PDS). The PDS model implemented in this project is for graduate level students. It is unique by bringing together the College of Education with the College of Library Services, and by its special emphasis in the area of library and information science. This project establishes Professional Development Schools in two high schools with model school library media programs. In addition, each PDS site makes a commitment to partner with a neighboring public library and nearby museum. The design is based on the accomplishment of two goals and six corresponding objectives. The goals and objectives are:

- Goal I Increase the number of individuals from diverse cultural backgrounds to the field of librarianship and information science.
- Objective 1: Increase the number of potential candidates through identification by school principals.
- Objective 2: Offer undergraduate and graduate level library and information science courses at two high school locations.
- Objective 3: Expand incentives and stipends for potential candidates in library and information science.
- Goal II Improve the library and information science skill levels of teacher candidates, current teachers, and media specialists.
- Objective 4: Increase satisfactory completion rate for courses.
- Objective 5: Increase skill in information technology.
- Objective 6: Increase the integration of library and information science into lesson plans and curriculum design.

Anticipated Results

This project has far-reaching impact on school districts and institutions of higher education interested in enhancing the quality of school library media specialists and addressing the issues of recruitment, retention, and cultural diversity. The involvement of museum staff and public librarians at each PDS site provides a means for impacting further education and training opportunities for these professionals. The project will produce a procedural manual.

RECRUITING QUALIFIED SCHOOL LIBRARY MEDIA SPECIALISTS: PROFESSIONAL DEVELOPMENT SCHOOL MODEL

National Impact

Relationship of the Project to Current Library Issues

Throughout the United States there exists a shortage of qualified educators. In 1998, the U.S. Congress addressed this national shortage by legislating the Title II Higher Education Amendments, aimed at enhancing teacher quality through recruitment and retention of educators. Presently 17 states and 25 partnership projects awarded Title II funding are seeking solutions to deal with the national teacher shortage. Out of these 42 grantees none have addressed the key role of educating and training school personnel in library and information science; nor the impact that investing in library staff could bring to enrich the educational, social, and cultural lives of our nation's teachers, and most importantly, students.

Recruiting and retaining people with the knowledge, skills, and abilities in library and information science is essential to meeting our nation's education goals. Goals 2000 challenges communities to produce students that excel in math, science, social studies, and English language arts. To meet this challenge, today's students need to be able to integrate information literacy skills into core learning outcomes. The powerful impact that information literacy skills have in supporting student learning in all content areas, was documented in Information Power, Building Partnerships for Student Learning by the American Association of School Librarians (AASL) and the Association for Educational Communications and Technology. Even so, the number of highly qualified teachers with expertise in library and information literacy is woefully missing in our nation's schools.

School library media specialists are school personnel that provide the leadership, expertise, and support in information literacy to classroom teachers. A 1994 study from the National Center of Educational Statistics found 79% of the school library media specialists are eligible to retire by the year 2005. This concern was echoed in interviews conducted with library media supervisors at two American Library Association's Conferences held in 1998. The 1998-2000 Maryland Teacher Staffing Report issued by the Maryland State Department of Education (MSDE) lists 8,934 teachers eligible to retire next year. This forecast has a devastating impact on the current state of Maryland's school library media specialists, where 180 of these certified specialists would be eligible to retire.

The current pool of certified school library media specialist candidates is far too small to fill these vacancies. Only three Maryland institutions of higher education (IHE); Towson University, University of Maryland's College of Library and Information Services (CLIS) and Western Maryland College, have programs leading to state certification in library media. According to a survey of these three IHEs, there will be only 26 undergraduate Educational Media Associates degrees in 2000 and 24 in the year 2001. At the masters degree level there are approximately 50-degree candidates. While the number of qualified school library media specialists quickly diminishes, a growing trend among school districts is to staff school library media centers with uncertified school library media specialists. The Washington Post (March 25, 1999) reported, "The problem is chronic and critical in Prince George's County [MD], where about 60 percent of the 175 school librarian positions are held by uncertified employees."

The qualifications for school library media professionals of the 21st century need to include a sophisticated ability in information technology. A 1998 technology survey conducted by MSDE showed that in 72% of schools the school library media specialist is the only person responsible for technology. However, in Maryland and nationwide, there is a "shortage of librarians versed in the latest research technology" (Washington Post, March 25, 1999). Spurred by Goals 2000, states throughout the nation are engaged in standards based reform initiatives. In 1998, the Maryland State Board

of Education adopted standards known as the High School Core Learning Goals. These goals require that students demonstrate information literacy skills in the areas of English language arts, science, social studies and skills for success. Beginning in 2002, students will be required to pass a series of High School Assessments on the core learning goals in order to graduate from a Maryland public high school. A review of the goals reveals at least 54 instances where information literacy skills are essential. Despite the research supporting skilled library staff, classroom teachers and school administrators neglect to involve school library media specialists in the development and implementation of instructional curricula, especially in the integration of technology.

The shortage of certified personnel in library and information science becomes magnified when examining school library media specialists from diverse cultural backgrounds. While national figures on diverse cultural backgrounds candidates are unavailable, Maryland's IHE program coordinators report that less than 7% of their candidates are from cultural diverse backgrounds. The 1998-99 Fact Book states the percentage of diverse cultural backgrounds teachers in Maryland is only 22.8%, with the percentage in the library media field even less. Maryland library media administrators recently accounted that just over 18% of the certified school library media specialists represent individuals from diverse cultural backgrounds. For the second consecutive year, The Maryland Teacher Staffing Report indicates that out of the 22 library media candidates, none are from diverse cultural backgrounds.

How the Project Design Addresses Issues of National Concern

The proposed project is specifically designed to address the national issues dealing with enhancing the qualities of school personnel in library and information science, particularly issues relating to recruitment and retention of school library media specialists. The project focuses on the three priorities of an Education and Training Program. First, the project attracts individuals from diverse cultural backgrounds by:

- Partnering with IHEs that have certification programs in library and information science. The partnering institution, the University of Maryland, has articulated recruitment goals for encouraging postsecondary students from diverse cultural backgrounds. This project builds and expands on results obtained from the University of Maryland's 1998 Institute of Library and Museum grant on recruitment of graduate students from diverse cultural backgrounds.
- Encouraging and supporting collaborative efforts between Colleges of Education and Colleges of Library and Information Science. The collaboration expands opportunities for postsecondary students and current teachers from diverse cultural backgrounds to participate in coursework at two high schools in Prince George's County, MD. Graduate coursework is offered for both preservice (perspective teacher candidates) and inservice (practicing teachers).
- Directly working with school districts having high percentages of diverse cultural backgrounds of students and staff. Strategically located near Washington, DC, Prince George's County is a large urban school district where 44% of the teachers are from diverse cultural backgrounds. School principals and central office administrators will identify potential candidates for participation in courses. Incentives for participation will be provided in the form of stipends and tuition paid by the county and the university. In addition, MSDE will explore with the Prince George's County Board of Education a potential agreement with teacher candidates in the area of library and information science. The agreement will guarantee employment in return for retention in Prince George's County for a set number of years.

The second priority is to implement an innovative approach to education and training. The cornerstone of this design is an expansion of a nationwide model, known as a professional development school (PDS). Linda Darling-Hammond (1994) defines professional development schools as committed to the acquisition and sharing of knowledge among all members of the educational community and dependent on research-practitioner collaboration. Since the mid-1980s, national school reform efforts have focused on the PDS concept as an innovation that leads to greater success for all

learners. After statewide teams studied ways to better train future teachers and prepare students, the Maryland Higher Education Commission and the Maryland State Department of Education issued the Redesign of Teacher Education in 1995. Because of its emphasis on learning by teachers as well as their students, the Redesign of Teacher Education stresses the PDS as the best structure for bringing together reforms for teaching and learning. Success for all learners is at the heart of a Professional Development School. Its mission is lifelong learning by providing a place where future teachers, practicing teachers and college and university faculties learn together along with their students. Future teachers desiring to participate in a PDS may be undergraduate or graduate students, depending upon their college and university's program. They take part in a year-long internship, arriving at school in August at the same time as the teachers, and participating throughout the year in all aspects of a teacher's life in the school. Professional Development Schools focus on teacher quality as a way of improving student learning. Like a university teaching hospital, these sites reflect the most current research and best practices in education. In this way, the PDS models the best in teaching and learning for students, future and current teachers, and college and university faculty. Students enrolled in Professional Development Schools benefit from being taught by teachers who are focused on teaching excellence. In addition, Professional Development Schools have additional resources in terms of materials and the number of adults working with children. Future teachers participate in extended internships that enable them to truly experience all aspects of teaching. Opportunities are provided for continued growth and development for current teachers and college and university faculty. Teacher education programs also benefit through having increased involvement in schools. The PDS model implemented in this project is for graduate level students. It is unique by bringing together the College of Education with the College of Library Services, and by its special emphasis in the area of library and information science.

The third priority is to train librarians to enhance people's ability to use information effectively. This project establishes Professional Development Schools in two high schools with model school library media programs. In addition, each PDS site makes a commitment to partner with a neighboring public library and nearby museum. A PDS with this specialized focus increases the effective usage of information science among students, preservice and inservice teachers, public librarians, museum historians, and university faculty. Often, the use of the library media center is not a requirement of the teacher candidates' learning experiences and may happen only if the supervising teacher is a library media center user. While one of the attributes of a PDS is to create a community of learners, that community usually resides outside of the school library media center. By expanding the realm of information to include a public library and museum entity, a school library media center can truly be the hub of the learning community.

Provides a Model for Other Organizations

In Draft Standards for Identifying and Supporting Quality Professional Development Schools (National Council for Accreditation of Teacher Education, 1997), Arthur Wise, President of the National Council for Accreditation of Teacher Education, describes how nationwide schools of education are focusing on improving the quality of their teacher education programs through professional development schools. The U.S. Department of Education also encourages states to implement the PDS model. In a 1997 review of integrated professional development services, the U.S. Department of Education commended MSDE for its leadership in promoting the PDS concept. The PDS model is a recognized, successful approach for recruitment and retention of educators and is being implemented in states throughout the nation.

The specialized focus on library and information science proposed in this project is a natural extension to the PDS concept. The Maryland project shows that teacher candidates, current teachers, university faculty members, public librarians, museum staff, and school library media specialists can integrate information literacy skills across the curriculum. More importantly, a specialized PDS provides for information-rich training and recruitment opportunities for future school library media specialists. This project illustrates how future teachers, current teachers, museum staff, and public librarians can be exposed to career possibilities in school library media, thus providing a model for other

institutions of higher education and school systems. Furthermore, the implementation of a specialized PDS by schools, school districts, or institutions of higher education where students are from diverse cultural backgrounds, is an excellent mechanism for recruitment. By demonstrating in Maryland that library media programs are integral to the success of school reform, the model holds great promise for transforming future and current PDS sites occurring throughout the nation.

Far-Reaching Impact Through Results and Products

As described above, this project has far-reaching impact on school districts and institutions of higher education interested in enhancing the quality of school library media specialists and addressing the issues of recruitment, retention, and cultural diversity. The involvement of museum staff and public librarians at each PDS site provides a means for impacting further education and training opportunities for these professionals.

Throughout the project, the director and partners maintain journal entries and detailed records that provide a historical account of the project. This account is to be described and published in a procedural manual. Information contained in the procedural manual will include how to replicate this PDS model in other K - 12 schools, i.e., elementary and middle; how to engage and maintain partnerships with public libraries and museums; how to address strategies for recruiting students from diverse cultural backgrounds; etc. It will also include a description of successful practices between teachers and school library media specialists to integrate information literacy skills into the content areas.

The procedural manual for establishing and implementing a PDS with a specialized focus on library and information science will be made available in an electronic format. The availability of the procedure manual will be announced to colleges of education, library media education programs, and school library media supervisors across the nation. This announcement is to be posted using list serves from library associations, the American Association of Colleges of Teacher Education network, and IHE professional organizations.

Adaptability

This project creates a nationwide PDS model that specializes in library media. Other states implementing the PDS model can easily adapt their program to focus the education and training on school library media specialists. A state department of education initiates the project outlined in this proposal, however, local school districts, schools, or IHE's can readily adopt the PDS model and implement it with a library focus. The professional development components and coursework can be used across other organizations including public libraries and museums. With many organizations needing advanced technology training, the training component can be adaptable to varied settings and different populations.

Design

Phase I Identification, School Level PDS Planning, Recruitment of Students from Culturally Diverse Backgrounds, and Needs Analysis of Current Teachers (September through January)

The first phase involves the identification of the two high schools as implementation sites for a specialized PDS. The Project Director and the University of Maryland staff will work with Prince George's County School administrators in the identification process. As indicated in the letter of commitment, the Prince George's County Public Schools' Local Superintendent has agreed to work with the partners in identifying appropriate sites for the PDS implementation. Two high schools are to be selected based on:

- Compliance with the Maryland Standards for school library media centers
- Dedication and motivation of the current school library media specialist or appropriate staff assuming that role
- Commitment from 60% of the faculty to implement a PDS with an emphasis on library and information science

- Willingness to team with University of Maryland's College of Education and College of Library Science
- Assurance of a partnership with a public library and a museum entity

To encourage participation and support the PDS concept, each school will receive up to \$40,000 with a 50% local match requirement. An action plan and itemized budget are required to be submitted to MSDE by the end of October. Budget items may be used for:

- Stipends for the media center specialists or other appropriate staff to serve as the onsite PDS facilitator
- Stipends and/or substitutes to allow teachers and school library media specialists to attend education and training sessions
- Fees for conference registration and travel expenses
- Information technology resources to upgrade the library media center to meet library media program guidelines for resources and resource services

To help with the plans, school level and university teams will be provided technical assistance in PDS program development from MSDE's Office of Resource Development and Program Management. The school level PDS plans and budget must meet the approval of a review team. The review team will consist of MSDE specialists in PDS and library science, representatives from the public library, representatives from museums, and professionals from the Maryland Higher Education Commission. Plans and budgets from the two schools will be finalized by the end of November.

Throughout the planning phase recruitment efforts will be implemented. The recruitment component will utilize lessons learned from the current efforts underway at the University of Maryland involving students from diverse cultural backgrounds. Student recruitment may involve financial aid incentives and exploring part time status to encourage student enrollment. By making courses more accessible through onsite locations, the project anticipates that a greater number of Prince George's County teachers from diverse cultural backgrounds will enroll in the graduate level program. Another strategy is that school principals from feeder schools and other neighboring schools will identify potential candidates from diverse and cultural backgrounds and encourage their involvement and participation.

During December and January of Phase I, University of Maryland Libraries information professionals will conduct a skills analysis of the teachers and school library media specialists. The purpose of the analysis is to prepare an inservice program for improving the information literacy and technology skills of the current teachers.

Also in Phase I, the Project Director and PDS Coordinator will facilitate cooperative agreements between Prince George's County Public Schools and the University of Maryland to refine the service delivery model of the PDS. This involves working with Prince George's County Public Schools to explore alternative pathways to year-long internships for current teaching staff. These alternative pathways may include adjusted work schedules and sabbaticals.

Phase II Initial Implementation, Needs Analysis of Teacher Candidates, and Summer Technology Training (February – August)

Based on the Phase I Needs Analysis, staff development sessions will be offered to prepare teachers and school library media specialists to begin working with preservice teachers. Follow-up session supporting teachers and media specialists in how to incorporate information literacy and technology into content lessons will occur in phases II and III.

During Phases II and III, the PDS Coordinator will schedule onsite training and manage day-to-day operations. The Coordinator functions as a liaison between the two schools, the College of Education, and CLIS.

The University of Maryland will complete an information literacy and technology skills analysis of the teacher candidates. Appropriate education and training sessions will be offered to the teacher candidates based on the needs analysis. Also ample experiences for preservice teachers to collaborate with media specialists in the use of information literacy and technology skills will be offered.

Based on the needs analysis of current and new teachers, key personnel in Information Technology from the University of Maryland will design a two week training seminar. The seminar will be focused on advancing the technology skills of practicing and perspective teachers.

In July, a Summer Technology Training Seminar will be held for two weeks. The seminar will take place at the University of Maryland Technology Training Laboratory. An Information Technology Trainer will be employed to deliver the instructional content. During the seminar, the participants will demonstrate their use of technology through the design of an information technology practicum. The practicum will be implemented at the PDS site during Phase III.

Phase III Year Long Internships, Continuing Coursework and Inservice Training, and Summer Technology Training Seminar (September – August)

Phase III involves year-long internships for graduate students. The graduate courses and inservice training for practicing teachers will occur continuously throughout the academic year. In July, a second Summer Technology Training Seminar is offered.

Goals and Objectives

The design is based on the accomplishment of two goals and six corresponding objectives. Baseline data according to the evaluation plan will be collected during phase I of the project. The collected baseline data will enable the steering committee to quantify the goals and objectives. The goals and objectives are:

- | | |
|--------------|---|
| Goal I | Increase the number of individuals from diverse cultural backgrounds to the field of librarianship and information science. |
| Objective 1: | Increase the number of potential candidates through identification by school principals. |
| Objective 2: | Offer undergraduate and graduate level library and information science courses at two high school locations. |
| Objective 3: | Expand incentives and stipends for potential candidates in library and information science. |
| Goal II | Improve the library and information science skill levels of teacher candidates, current teachers, and media specialists. |
| Objective 4: | Increase satisfactory completion rate for courses. |
| Objective 5: | Increase skill in information technology. |
| Objective 6: | Increase the integration of library and information science into lesson plans and curriculum design. |

Scope and Duration

The PDS model is an integral part of Maryland's systemic school reform effort. By customizing the model, this project demonstrates that the PDS can be adapted across content areas. Therefore the scope of the project extends beyond the two schools to other PDS initiatives. The project contributes an extension to the national PDS model by focusing on library and information science.

Management Plan

A steering committee comprised of representatives from the partner groups will guide and monitor the project in the planning and implementation phases. The committee meets quarterly throughout the duration of the project. Specific roles and responsibilities for each of the groups are identified below.

The MSDE, School Library Media Services Branch is responsible for providing the following services:

- Project Director to guide and direct implementation of the project proposal, including working with the local school system library media administrator to establish a model school library media program in the PDS sites.
- Facilitation of school level and university team level meetings comprised of stakeholders (principals, teachers, school library media specialists, parents, and students) and project personnel who will design, plan and implement the PDSs with a library media component.
- Evaluation of the effectiveness of the PDS sites and the information literacy skills program.
- Website development
- Record keeping and reporting requirements for the grant project.
- Management and fiscal responsibility for the grant funds.
- Part time secretarial support to schedule committee meetings, complete mailings, and to provide duplication of materials.

The University of Maryland, College of Education agrees to provide the following services;

- Work with MSDE and CLIS to identify appropriate PDS sites and enters into an agreement with the local school system to establish PDSs in two high schools that focuses on information literacy skills across the curriculum.
- Participate on a school level team for the PDS high school sites to plan and ensure effective implementation of the model project.
- Hire and supervise PDS Coordinator to participate in the design, plan and implementation of the PDS high school sites.
- Identify teacher candidate program participants.
- Provide seminars in the appropriate content areas for teacher candidates.
- Work in collaboration with MSDE, CLIS, and the UM Libraries Public Services Division to provide professional growth opportunities for all participants.

The University of Maryland, College of Library and Information Services is responsible for the following services:

- Work with MSDE and the College of Education to identify appropriate PDS sites and enters into an agreement with the local school system to establish a PDS in two high schools that focus on information literacy skills across the curriculum.
- Work with MSDE to evaluate the effectiveness of the information literacy skills instruction in support of student learning.
- Identify school library media specialist candidate program participants.
- Work in collaboration with MSDE, the College of Education, and UM Libraries to provide staff development experiences for all participants.

UM Libraries, Public Services Division professionals agree to provide the following services:

- Conduct a skills analysis of faculty and staff at the PDS high schools in the use of information technologies.
- Provide professional development opportunities for all PDS participants in the use and integration of information technologies based on the skills analysis of faculty and staff.

- Facilitate use of the UM Libraries by the students and faculty of selected high school.

Budget

The budget represents a realistic administrative and startup cost for a project of this size and scope. The school based programs cover normal operating expenses associated with a PDS site. This amount is based on examining budgets from current PDS sites being implemented in Maryland. Requested personnel provide a means for high quality evaluation and dissemination. Students at proposed sites receive state-of-the-art instruction and individualized attention from additional teaching staff. The cost per pupil for this project is approximately \$87/student based on two high schools with an average enrollment of 3200 students. Thus making this project a cost-effective model for impacting student achievement.

Personnel

Appendix A provides resumes of the key personnel. The chart provides qualifications and contributions of the key personnel.

Name	Experience	Contribution to Project	Time Commitment
Dr. Trudi Hahn	UM Libraries, Public Services Division	Lead instructional Information Technology Trainer	10 days
Dr. Delia Neuman	UM/ CLIS, School Library Media Education Program Coordinator	Lead instructor of school library programs	10 days
Dr. Jesse Pollack	MSDE, Staff Specialist	Lead Evaluator	5%
Dr. Paula Despot	MSDE, Ex. Director of Program Management	Program development and management	2%
Gail Bailey	MSDE, Branch Chief of School Library Services	Project Director	25%
Pat Costantino	UM, College of Education	Consultant for PDS	10 days
Lori Goetsch	UM Libraries Public Services Division	Information Technology Trainer	10 days
Barbara Frank	MSDE, Staff Specialist	Technical Review and Evaluation Specialist	5%
To be hired	Evaluation and assessment	MSDE Data Analyst	25 days
To be hired	Technology	Information Technology Co-Trainer	10 days
To be hired	IHE and K-12	PDS Coordinator	100% for two schools
To be hired	Publishing formats	Clerical Assistant	50%

Evaluation

The evaluation is a continuous process; reporting on the progress of the three phases, as well as the outcomes (the two goals and six objectives) of the project. Reports address the achievement of the outcomes and the quality of project implementation.

Baseline data is gathered prior to the implementation of the PDS. The initial data collection will focus on the number of qualified school library media specialists and diverse cultural backgrounds professionals in this field. This information is gathered and confirmed from statistics collected at the local school system and individual school sites. UM Libraries, Public Services Division information specialists will work with MSDE staff specialists to conduct a skills analysis of faculty and staff in the use of information literacy skills and technology. Surveys, observations, and lesson plans will determine the level of information literacy skills proficiencies prior to the inservice sessions. Post surveys, observations and lesson plans will report on the increase of proficiencies and the integration of information literacy skills. During the planning phase an evaluation scheme as well as appropriate instruments will be developed, and specific data identified with assistance from MSDE's Division of Research and Development. This data will be collected to answer the following questions:

Outcome Questions	When	Data	Who
Have the outcomes been achieved?	Qtrly	Number of new hires Number of diverse cultural backgrounds candidates Surveys, lessons, observations	Steering Committee Evaluators Data Analyst
Were the activities on time?	Qtrly	Reports, minutes	Steering Committee
How many teachers, school library media specialists, and candidates participated in the PDS and the staff development opportunities?	Qtrly	Number of PDS participants	PDS School level Planning Teams PDS Coordinator
Did the project produce any unexpected benefits?	Qtrly	Surveys Interviews	Steering Committee PDS School level Planning Teams Evaluators
Process Questions			
Is the project cost effective?	Annual	Number of PDS participants, new hires, staff development results	Steering Committee Technical Reviewers
Are the strategies appropriate?	Ongoing	Participant Surveys, Interviews	PDS School level Planning Teams PDS Coordinator Technical Reviewers
How do the participants feel about this PDS model?	Ongoing	Participant Surveys, Interviews	PDS School level Planning Teams PDS Coordinator Technical Reviewers
What factors are keeping outcomes from being met?	Ongoing	Surveys, Observations, Interviews	Participants, PDS School level Planning Teams, Technical Reviewers

Dissemination

Project information will be shared through the electronic publication of a procedural manual. The manual includes information on how to plan, develop, and implement a PDS site with a library media component. It will also include sections on lessons learned during the project and scenarios describing the successful integration of information literacy skills with the content areas. The manual will be edited, proofread, and published by MSDE's School and Community

Outreach office. Audiences for dissemination are higher education institutions and school districts that are interested or currently have PDS initiatives. Posted announcements will occur on list serves such as library associations, the American Association of Colleges of Teacher Education network, and IHE professional organizations.

Another dissemination strategy is an interactive website. The website sparks national attention for the project and provides endless opportunities to share the project internationally. The website will provide PDS information to all stakeholders. This includes faculty and staff from colleges and universities with teacher and library media education programs; school administrators; teachers; school library media specialists; parents; and students. In addition, users of the website will be able to ask questions, receive answers, and request additional information on the PDS model. A section of the website will include lesson plans developed by practicing teachers and teacher candidates. Stakeholders will be notified about the website through newsletters, state conference presentations, and briefings. Information will also be shared with the local school library media administrators via a listserv maintained by MSDE compliments of the University of Maryland. In addition, journal articles will be submitted to the AASL's *Knowledge Quest* and the American Association of Supervisors and Curriculum Developers' *Educational Leadership*. Information will also be shared with the listserv for the AASL's Supervisors Section.

Contributions

MSDE is committed to the project as demonstrated by the matching in-kind salary contributions, along with mailings, phone, supplies, and travel. University of Maryland, College of Education, CLIS, and UM Library make a significant contribution to this project with their in-kind salaries, services, and the facility usage of the technology training lab. Through participation, the two local schools must make a commitment to the PDSs. In so doing, they contribute staff time and expertise to the preservice development of the candidates. They also participate in the staff development activities prepared to update their skills. Additional contributions will be sought with the Prince George's County Public Schools through tuition reimbursement and leave for sabbaticals.

Sustainability

Two readily available funding sources form a means to sustain the project beyond the initial start up phases outlined in this application. The first funding source is the Title II grant discussed in the beginning of the proposal. Maryland is one of the 17 states to receive Title II funding and Maryland's plan specifically provides for support of PDS models. Although the Title II funding is minimal, it offers a means to sustain the efforts begun in this project. An additional funding source is through Goals 2000. Maryland's Goals 2000 plan also provides some small sustainability support for the continuation of this model.

As discussed earlier, beginning in 1995 Maryland made a commitment to the PDS model in preparing a quality teaching force. Throughout local school systems there is much interest in adopting the PDS model as a school reform initiative. This is demonstrated by numerous PDS grant applications to MSDE. Since this project fits into Maryland's plans for the redesign of teacher education, it is anticipated that the local school systems involved in the project will use the materials developed and lessons learned to continue implementing the PDS model with a library media component in their schools. The higher education partners involved in this grant have made a sincere commitment and plan to continue their collaboration beyond the grant period. The goal is to replicate other PDSs with a library media component based on the lessons learned in this project.

Schedule of Completion

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Milestones																								
Advertise, hire PDS Coordinator																								
Advertise, hire part time clerical assistant																								
Conduct seeking committee meetings																								
Phase I																								
Identify schools																								
Provide technical assistance on plans																								
Receptive and review of school plans, budgets																								
Identify potential candidates																								
Trust teacher candidates																								
Needs analysis of school staff																								
Facilitate cooperative agreements																								
Collection of baseline data																								
Continuous data collection and analysis																								
Website development and maintenance																								
Phase II																								
Needs analysis of teacher candidates																								
Collection of baseline data																								
Plan for Technology Training Seminar																								
Schedule onsite training																								
Coursework and onsite training																								
Website implementation and maintenance																								
Continuous data collection and analysis																								
Recording of journal records																								
Technology Training Seminar																								
Phase III																								
Year long internships																								
Website maintenance and dissemination																								
Continuous data collection and analysis																								
Procedural manual																								
Final evaluation report																								
Conference attendance																								
Technology Training Seminar																								
Journal article submission																								

\$480

\$120,000

\$5,360

\$9,000

\$1,000

\$11,000

\$5,360

\$8,000

\$700

\$1,000

Project Budget Form
Section 1: DETAILED BUDGET
Year 1

Name of Applicant: Maryland State Department of Education

SALARIES AND WAGES

NAME/TITLE
Gail Bailey, Project Director
Barbara Frank, Evaluator
Jesse Pollack, Evaluator
Secretary
Trudi Hahn
Lori Goetsch
Delia Neuman
Pat Costantino
Paula Despot

SALARIES AND WAGES ()

NAME/TITLE
Clerical Assistant
PDS Coordinator

FRINGE BENEFITS

RATE
Social Security
Unemployment Compensation
Workmen's Compensation

CONSULTANT FEES

NAME/TYPE OF CONSULTANT	RATE OF COMPENSATION (DAILY OR HOURLY)	NO. OF DAYS (OR HOURS) ON PROJECT	IMLS	APPLICANT	PARTNER(S)	TOTAL
Data Analyst	\$134/day	40 days	\$5,360			\$5,360
Website Development	\$200/day	45 days	\$9,000			\$9,000
Information Tech. Co-Trainer	\$100/day	10 days	\$1,000			\$1,000
TOTAL CONSULTATION FEES			\$15,360			\$15,360

TRAVEL

FROM/TO	NUMBER OF PERSONS DAYS	SUBSISTENCE COSTS	TRANSPORTATION COSTS	IMLS	APPLICANT	PARTNER(S)	TOTAL
MSDE/Local School/Mtgs.	1		100 miles/month @ .30/mile		\$360		\$360
IMLS Conferences				\$4,000			\$4,000
TOTAL TRAVEL COSTS				\$4,000	\$360		\$4,360

MATERIALS, SUPPLIES AND EQUIPMENT

ITEM	BASIS/OF COST COMPUTATION	IMLS	APPLICANT	PARTNER(S)	TOTAL
Photocopy & Paper for Reports	\$1,000 (MSDE) 250 (UM Lib)		\$1,000	\$250	\$1,250
General Office Supplies	\$500		\$500		\$500
TOTAL COST OF MATERIALS, SUPPLIES & EQUIPMENT			\$1,500	\$250	\$1,750

SERVICES

ITEM	BASIS/OF COST COMPUTATION	IMLS	APPLICANT	PARTNER(S)	TOTAL
Tech. Training Lab	\$550/day @ 10 days			\$5,500	\$5,500
TOTAL SERVICES				\$5,500	\$5,500

OTHER

ITEM	BASIS/OF COST COMPUTATION	IMLS	APPLICANT	PARTNER(S)	TOTAL
School-based programs	\$30,000/school	\$60,000		\$30,000	\$90,000
Meeting Expenses	\$60 ½ day x 4	\$240			\$240
	TOTAL COST OF OTHER	\$60,240		\$30,000	\$90,240

TOTAL DIRECT PROJECT COSTS	\$111,536	\$38,655	\$65,511	\$215,702
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INDIRECT COSTS

Select either item A or B and complete C. (See section on Indirect Costs, pages 2.3-2.4.)

Applicant organization is using

- A. an indirect cost rate which does not exceed 20% of modified total direct costs
- B. an indirect cost rate negotiated with Federal agency (*copy attached*)

Maryland State Department of Education

Name of Federal Agency

June 30, 2000

Expiration Date of Agreement

C. Rate base(s) of Amount(s)
9.4% of \$111,536

TOTAL INDIRECT COSTS \$10,484

Project Budget Form
Section 1: DETAILED BUDGET
Year 2

Name of Applicant: Maryland State Department of Education

SALARIES AND WAGES

NAME/TITLE
Gail Bailey, Project Director
Barbara Frank, Evaluator
Jesse Pollack, Evaluator
Secretary
Trudi Hahn
Lori Goetsch
Delia Neuman
Pat Costantino
Paula Despot

SALARIES AND WAGES

NAME/TITLE
Clerical Assistant
PDS Coordinator

FRINGE BENEFITS

RATE
Social Security
Unemployment Compensation
Workmen's Compensation

CONSULTANT FEES

NAME/TYPE OF CONSULTANT	RATE OF COMPENSATION (DAILY OR HOURLY)	NO. OF DAYS (OR HOURS) ON PROJECT	IMLS	APPLICANT	PARTNER(S)	TOTAL
Data Analyst	\$134/day	40 days	\$5,360			\$5,360
Website Maintenance & Dissemination	\$200/day	55 days	\$11,000			\$11,000
Information Tech. Co-Trainer	\$100/day	10 days	\$1,000			\$1,000
Procedural Manual Design	\$35/hour	20 hours	\$700			\$700
TOTAL CONSULTATION FEES			\$18,060			\$18,060

TRAVEL

FROM/TO	NUMBER OF PERSONS DAYS	SUBSISTENCE COSTS	TRANSPORTATION COSTS	IMLS	APPLICANT	PARTNER(S)	TOTAL
MSDE/Local School/Mtgs.	1		100 miles/month @ .30/mile		\$360		\$360
IMLS Conferences				\$4,000			\$4,000
TOTAL TRAVEL COSTS				\$4,000	\$360		\$4,360

MATERIALS, SUPPLIES AND EQUIPMENT

ITEM	BASIS/OF COST COMPUTATION	IMLS	APPLICANT	PARTNER(S)	TOTAL
Photocopy & Paper for Evaluation Reports & Articles	\$1,500 (MSDE) 500 (UM Lib)		\$1,500	\$500	\$2,000
General Office Supplies	\$500		\$500		\$500
Postage	\$250		\$250		\$250
TOTAL COST OF MATERIALS, SUPPLIES & EQUIPMENT			\$2,250	\$500	\$2,750

SERVICES

ITEM	BASIS/OF COST COMPUTATION	IMLS	APPLICANT	PARTNER(S)	TOTAL
Tech. Training Lab	\$550/day @ 10 days			\$5,500	\$5,500
TOTAL SERVICES				\$5,500	\$5,500

OTHER

ITEM	BASIS/OF COST COMPUTATION	IMLS	APPLICANT	PARTNER(S)	TOTAL
School-based programs	\$30,000/school	\$60,000		\$30,000	\$90,000
Meeting Expenses	\$60 ½ day x 4	\$240			\$240
	TOTAL COST OF OTHER	\$60,240		\$30,000	\$90,240

TOTAL DIRECT PROJECT COSTS	\$114,236	\$44,666	\$60,500	\$219,402
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INDIRECT COSTS

Select either item A or B and complete C. (See section on Indirect Costs, pages 2.3-2.4.)

Applicant organization is using:

- A. an indirect cost rate which does not exceed 20% of modified total direct costs
- B. an indirect cost rate negotiated with Federal agency (*copy attached*)

June 30, 2000

Maryland State Department of Education
Name of Federal Agency

Expiration Date of Agreement

C. Rate base(s) Amount(s)
2.4% of \$114,236

TOTAL INDIRECT COSTS \$10,738

Project Budget Form

SECTION 2: SUMMARY BUDGET

Name of Applicant Organization Maryland State Department of Education

IMPORTANT! READ INSTRUCTIONS ON PAGES 2.3-2.4 BEFORE PROCEEDING.

DIRECT COSTS

	IMLS	Applicant	Partner(s) (if applicable)	Total
SALARIES & WAGES	_____	_____	_____	_____
FRINGE BENEFITS	_____	_____	_____	_____
CONSULTANT FEES	_____	_____	_____	_____
TRAVEL	<u>8,000</u>	<u>720</u>	_____	<u>8,720</u>
MATERIALS, SUPPLIES & EQUIPMENT	_____	<u>3,750</u>	<u>750</u>	<u>4,500</u>
SERVICES	_____	_____	<u>11,000</u>	<u>11,000</u>
OTHER	<u>120,480</u>	_____	<u>60,000</u>	<u>180,480</u>
AMOUNT	\$ <u>225,772</u>	\$ <u>83,321</u>	\$ <u>126,011</u>	\$ <u>435,104</u>
INDIRECT COSTS*	\$ <u>21,222</u>	\$ _____	\$ _____	\$ <u>21,222</u>

If you do not have a current Federally negotiated rate, your indirect costs must appear in the Applicant or Partner columns only.

TOTAL PROJECT COSTS \$ 456,326

AMOUNT OF CASH MATCH

\$ _____

AMOUNT OF IN-KIND CONTRIBUTIONS MATCH

\$ 209,332

TOTAL AMOUNT OF MATCH (CASH & IN-KIND CONTRIBUTIONS)

\$ 209,332

AMOUNT REQUESTED FROM IMLS

\$ 246,994

PERCENTAGE OF TOTAL PROJECT COSTS REQUESTED FROM IMLS

54.1 %

(MAY NOT EXCEED 50% IF REQUEST EXCEEDS \$250,000 - RESEARCH PROJECTS EXCEPTED, SEE PAGE 1.16)

Have you received or requested funds for any of these project activities from another Federal agency?
(Please check one) ☐ Yes ☒ No

If yes, name of agency _____

Date of application _____

or award _____

Amount requested or received \$ _____

BUDGET NOTES

Salaries and Wages

The PDS Coordinator is a 10 month full time position that has exceptional leadership qualities and a vision for the future of teacher education programs. The position handles onsite training and manages day-to-day operation. The Coordinator functions as a liaison between the two schools, the College of Education, and CLIS, The University of Maryland is responsible for the hiring and supervision of this position. Salary is based on current PDS models operated by the University. Presently all PDS initiatives throughout the State have a PDS Coordinator.

The clerical assistance provides administrative support to the Project Director. This position is based on MSDE's current salary structure and is matched by the MSDE's Division of School Library Media Services Branch. This position is necessary to process contract awards, maintain filing of materials, respond to inquiries about the program, track journal entries from key personnel, and format the Procedure Manual and final report.

Fringe Benefits

The fringe benefits are derived from current MSDE financial procedures. MSDE is requesting only partial support of fringe benefits.

Consultant Fees

The data analyst's position is responsible for establishing baseline data. This involves the collection and summarization of data from the schools and school district. The position amount is derived from current cost estimates of evaluators. The number of days represents the time needed to complete the task as determined by MSDE's School Performance: Research and Development Office.

The website consultant is responsible for the development, maintenance, and dissemination. This is necessary to provide a vehicle of communication to the public and other interested stakeholders about the PDS model. An important aspect of this position is to highlight information on the implementation process and share best practices. The number of days is calculated on similar projects operating at MSDE. The daily fee is based on contracts MSDE currently has with website consultants.

The Information Technology Co-Trainer is contracted through the University of Maryland. Consultant fees have been set by the University and based on the length of the summer Technology Training Seminar.

Travel

The travel is for attendance at IMLS conferences as required in the application.

Other

The school-based programs are to cover normal operating expenses associated with a PDS site. This amount is based on examining budgets from current PDS sites being implemented in Maryland.

An example of a \$30,000 budget is:

Categories	Total
Salaries and wages	
Contracted Services	\$900
Supplies and materials	\$3,550
Other charges	\$10,200
Equipment	\$3,400
Transfers	\$850
Total	\$30,000